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ABSTRACT

This compendium, which is designed to provide readers with a variety of career planning (CP) program ideas, contains abstracts summarizing 10 elementary, middle, and high school CP programs identified as exemplary by a national review team. Explained in chapter 1 are the primary objectives of the Planning for Life program, which is jointly sponsored by the U.S. Army Recruiting Command and the National Consortium of State Career Guidance Supervisors, and the process of identifying the exemplary programs. Chapter 2 lists seven essential elements of CP: clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency. Presented in chapter 3 are abstracts of the CP programs in the following cities: Ashtabula, Ohio; Goose Creek, South Carolina; Harrah, Oklahoma; Lawrence, Michigan; LeMars, Iowa; Omaha, Nebraska; Roy, Utah; Summerville, South Carolina; and Trumbull, Connecticut. Each abstract contains some or all of the following: grade level; overview (primary focus); essential CP program elements incorporated into the program; unique program features; and list of commercial, noncommercial, and local materials used. Appended are a matrix of program features and lists of the following: contact persons for state/nationally recognized programs, state career guidance supervisors, and U.S. Army Recruiting Command key addresses. An application packet for the Planning for Life Awards program is included. (MN)

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PLANNING FOR Life

A Compendium of

1994 Nationally Recognized Career Planning Programs

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PLANNING FOR LIFE

A COMPENDIUM OF NATIONALLY RECOGNIZED CAREER PLANNING PROGRAMS

1994

Developed with the Support of the

National Consortium of State Career Guidance Supervisors

Sponsored by

U.S. Army Recruiting Command

1994

Preface

There is a growing appreciation of the need for schools and agencies to help youth and adults develop plans for their lives. This new appreciation includes the belief that career choice is a process, not an event, which begins early and involves a wide variety of home, school, and community experiences. Career planning is central to one's school course selection, achievement, postsecondary education and training choices, and employment decision making.

This book provides readers with a variety of career planning program ideas. Information from the 10 applications chosen by the national review team has been abstracted and provided in an easy to use format. It is hoped that the readers will see a program feature or two that might represent a potential improvement for their programs, and will be encouraged to contact the applicant directly.

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CHAPTER I

INTRODUCTION

Planning for Life recognizes effective coalition-based career planning efforts.

Career guidance practitioners across the country need tangible examples of effective career planning tools and methods in order to improve and expand their programs. The Planning for Life Recognition program is dedicated to this objective. This book recognizes programs from 23 states and 42 schools and provides proven methods, process, and tools in rural, urban, and suburban areas, primarily for use in schools grades 6 through 12. Because Planning for Life is designed to encourage collaborative career planning processes that help youth and adults become active participants in planning their futures, there is special focus on community collaboration.

School-to-work initiatives depend on effective career planning.

The United States Army Recruiting Command and the National Consortium of State Career Guidance Supervisors are committed to promoting the involvement of students, families, business, labor, and educators in partnerships that will enable youth today to "become all they can be" tomorrow. The Planning for Life recognition program is one way in which this commitment is demonstrated. Through this program, national recognition is given to selected coalition-based programs that have successfully implemented complete and effective career planning opportunities for the youth and/or adults served. State and national recognition of successful local commitment can in turn be an incentive for others to become actively involved in coalitions that will benefit youth in their communities.

This book is designed to provide guidance in career planning program enrichment.

This Planning for Life **Compendium of Nationally Recognized Career Planning Programs** has four purposes:

1. To stimulate program planners to consider varied techniques.
2. To suggest a scope and sequence for the delivery of career planning.
3. To allow the review of one's own career planning program based on nationally accepted criteria.
4. To build awareness of new commercial and noncommercial career planning products and their use.

The 10 programs abstracted in this book came from a set of application procedures that were followed in all participating states.

- Schools/agencies register for the program and receive application materials, guidebooks, and other materials that describe a comprehensive career planning program, how to review one's own program, and how to prepare their school or district application.
- Applications are submitted to the state department of education, state career guidance supervisor, where it is then reviewed by a committee of professional experts in the field.

- Two applications are selected from each state and submitted to a national panel of professional experts who review and select one or more programs for national recognition.
- All state applicants receive either certificates or wall plaques during some in-state event.
- The program publicizes all applicant programs at the national and state level.
- The program prepares and disseminates this book annually.

CHAPTER II

PLANNING FOR LIFE–PROGRAM CHARACTERISTICS

Career planning brings action today and direction for tomorrow.

Career planning for all students is a natural and necessary part of any comprehensive guidance program. The career planning process encourages students to use the totality of guidance experiences to date to plot a successful future. The individual planning component allows students to participate in a series of structured activities that result in applying decision-making and planning skills to building their futures. The student formulates and brings into focus tentative career goals, selects academic and vocational courses, and identifies the levels of competency, certification and/or achievement that will be necessary to reach the goals. This can be accomplished in any number of ways. For example:

- Portfolios can be used as personalized organizers while the individual is in school.
- Pre-apprenticeship learning may lead to a capstone world-of-work experience.
- Written career plans can offer direction and structure for future activities.
- Mentoring relationships provide possibilities for ongoing reality testing

Early, complete and ongoing career planning keeps career doors open to numerous possibilities and opportunities. An individual's future is limited only by the imaginations of those involved in the planning. It is the formalized career planning process that this book addresses that enables students to visualize opportunities and reach their full potential.

The Seven Cs of Career Planning

Seven essential elements of career planning have been identified by the National Consortium of State Career Guidance Supervisors. The State Guidance Supervisors believe these elements encapsulate the common practices in the field. These Seven Cs are the standards by which career planning efforts will be reviewed and rated in the National Planning for Life Recognition Program. They are:

The Seven Cs of career planning.

1. **Clarity of Purpose:** Shared understanding of the program's purpose by school, family, business and community.
2. **Commitment:** Ongoing investment of resources in the program by school, family, business, labor, industry and community.
3. **Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.
4. **Collaboration:** The degree to which schools, family, business and community share program ownership.

5. **Coherence:** The degree to which the program provides documented plans for all students and furnishes specific assistance and progress assessment.

6. **Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.

7. **Competency:** Evidence of student competency attainment.

Standards for evaluation are based on the Seven Cs.

The National Consortium of State Career Guidance Supervisors, with input from national, state and local career guidance practitioners, has formulated these criteria for review and rating of career planning efforts. These criteria represent the standards against which local career planning efforts will be reviewed and evaluated when submitted for consideration in the state and national Planning for Life Recognition Program. These criteria will be useful in the qualitative review of processes that are already in place, but also as qualitative criteria during the developmental stage.

For career planning efforts already in place, it is suggested that a review team consisting of counselors, teachers, administrators, parents and community members be organized. This team would be responsible for conducting a review of the existing effort and making a qualitative assessment of each component (the Seven Cs) of the career planning process. The criteria listed on the self-evaluation form for each component will provide direction.

Initially, the school's career planning processes could be rated according to the presence or absence of each of the seven career planning components. After discussion and opportunity for changes are made, it could be reviewed again with a focus on the quality of the program components. The review could be conducted independently by individual review team members or it could be conducted collaboratively. Either way, subsequent group discussion of the rating of each component is an important step in the self-evaluation process. In this way, all concerned gain objective insight about the strengths and weaknesses of the career planning process.

Existing Efforts

Improvements are always possible.

If a career planning process is just getting started, the criteria for each component can be used in each step of the design, with the specific criteria directing the plan of action. As the process is developed, the suggested documentation materials can be integrated into the activities. Incorporating quality standards from the beginning will set the stage for an award-winning program. It is suggested that career planning collaborators keep the criteria checklist nearby throughout the design phase to ensure that each component is evident in the activities.

CHAPTER III

CAREER PLANNING PROGRAM COMPENDIUM

Forty-two program applications were submitted for national consideration in 1994 through 23 states. Of these 42, the 10 nationally recognized programs have been reviewed and abstracted by project staff. The reader is advised that these two to three page descriptions are but minor reflections of the total application packet submitted.

The abstracts are intended to provide enough information, in a useful format, to allow the reader to skim and identify needed information quickly.

How to Read Abstracts

- **Grade Level Identified**– Upper right hand corner
- **Overview**–Primary focus of program
- **Program Characteristics**–The seven criteria that the consortium has established provide the format for this section. The authors have presented, within each section, information about how the application focused on each criteria.
- **Commercial, Non-Commercial and Local Materials Utilized**–The authors selected from the program descriptions those commercial and noncommercial materials that appeared to be key to program delivery.
- **Program Features**–The authors selected a specific number of features that appeared to be unique and/or strong within the programs.

The following ten programs were singled out by the national review panel as being exemplary career planning programs for youth. Two of these programs were chosen to receive the National Career Life Planning Award.

Two National Recognitions

Dorchester School District Two

The Dorchester School District Two program serves a rural and suburban South Carolina community of 80,000. The career counseling program in the district is comprehensive for Grades K-12 and is highlighted by an ongoing developmental career planning process for each student. Called the *Student Career Planner*, it is used in Grades 6-12 and includes tangible evidence and documentation of participation by the student, parents, school, community, business, and industry.

Omaha Public Schools

The Omaha Public Schools program serves an urban Nebraska population of 450,000. This career planning program is comprehensive, serving all students K-12. The curriculum of all students is outcome-based, with all students graduating with a Career Planning Portfolio which starts in the seventh grade. All middle-level and high school students have career counselors available to them, as well as representatives of local industry and community agencies who collaborate on the program.

COLUMBUS JUNIOR HIGH SCHOOL CAREER PROGRAM	**Grade Level**		
	Seven and Eight		
	Rural	**Urban**	**Suburban**
			X

OVERVIEW

A career education program addressing educational and career goal setting for 7th and 8th grade students resulting in an individual career plan (ICP) for each student at the completion of eighth grade.

PROGRAM CHARACTERISTICS

Clarity of Purpose–To make students and their parents aware of the need for early planning, setting initial educational and career goals and to indicate such choices through an individual career plan.

Commitment–Contributions to the success of the program come from:

- School Administration through flexibility in schedules, release time for professional development and overall staff support
- Family through support of student participation, transportation for special activities and attendance at program activities
- Business through breakfast club speaker, official school/business partnership and material provision
- Community through materials provided for ICP folders, assessment instruments and student workbooks

Comprehensiveness–The program involves all 7th and 8th grade students and includes work style personality assessment, career games, JOB-O assessment, work sheets, videos, career information resources, community speakers, occupational and career directories, high school course choices and ICP materials and folders. Faculty and parents receive monthly updates and career packets.

Collaboration–In addition to official partnerships, collaborative activities include: Kent State University, County Vocational School, shadowing program, high school counselors, college admissions counselors, a choices program (decision-making) provided by the local Chamber of Commerce and career related field-trips.

Coherence–Through the use of a career planning booklet, Jobs Survey game and individual career planning work sheets, the progress of students toward an Individual Career Plan (ICP) is monitored throughout 7th grade. At the 8th grade level career interests (JOB-O) are assessed. Students make three tentative choices, do a search for each choice and complete their ICP.

Coordination–All teachers regularly receive career education packets that can be used in their classroom instruction.

Competency–All eighth grade students complete an individual career plan that is transferred to the high school the following year. Education and training choices are indicated and parents review and discuss student plans.

Commercial Materials Utilized:

- *Making High School Count*
- *JOB-O*
- *Occupational Outlook Handbook*
- "Staying in School" video
- "Jobs for the 90's" video
- Vocational and Career Planning video series
- Paving the Way: A Parent's Guide to Early College Planning

Non-Commercial/Local Materials Utilized:

- My Occupational Search Worksheet
- Student Survey Assessment Instruments
- Career Curriculum Activities
- *Career Planning Guide*
- *Tuning Into My Future*, Career Guide
- Individualized Career Plan Folder

Program Features–The Columbus Junior High School Career Program has produced an atmosphere of support and collaboration in both the school and community. The willingness of school administrators and staff to provide flexible scheduling to accommodate student participation and the commitment of the community to provide materials and time in support of student career exploration provides a positive environment for career development.

The mixture of commercial and locally produced career resources and materials provides a professional approach with a local emphasis.

For more information contact:

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Ashtabula OH 44004
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GOOSE CREEK HIGH SCHOOL GOOSE CREEK, SOUTH CAROLINA	Grade Level		
	Nine through Twelve		
	Rural	Urban	Suburban
		X	

OVERVIEW

The Goose Creek High School Career Planning Program utilized a newly hired "career specialist" to foster and coordinate student career planning. Students develop a 4-year plan at the end of the eighth grade and begin to develop a career portfolio. The career planning program is an integral part of the school's Comprehensive Guidance Program and student activities are related to the NOICC Career Development Competencies.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The expected outcomes for the program are: (1) to make all students aware of the need for career planning, and (2) provide students with resources with which to begin career research. Faculty orientation is provided and several departments are involved in the delivery of the program. A bi-monthly Career News is published and given to all school staff member.

Commitment–Five "career specialists" have been hired by the district to work in the district's high schools and middle schools. The specialist's job is to specifically develop and promote career planning in their respective schools. Collaborative relationships have been formed with business and industry in the community to provide youth with career speakers and job shadowing.

Comprehensiveness–Parents of eighth grade students participate in a workshop using the "Realizing the Dream" materials and both students and parents receive career planning workbooks. All students receive information about employment and economic trends related to the workplace. All students learn how to use the South Carolina Occupational Information System (SCOIS) and participate in career assessment activities related to interests, abilities and values. Each student develops a 4-year plan and maintains a career portfolio.

Collaboration–Partnerships with business and industry provides students with career speakers and a "Shadow Day." The tri-County Tech Prep Consortium has established formal partnerships with business and industry in support of a Tech Prep curriculum and a "successful" articulation program has been established with the local technical college.

Coherence–Students formulate a 4-year plan at the end of the eighth grade. Career plans are related to four career clusters offered at the school (medical/health, engineering/industrial, human services/liberal arts, and business/computer), and a sequence of courses is outlined based on the level of training desired. The 4-year plan is reviewed and updated each year. Beginning in the eighth grade, the student maintains a record of career planning activities in their "Student Career Planner."

Coordination–The career planning program is coordinated by the school counselor and is an integral part of the Comprehensive Guidance Plan. Career planning is viewed as the joint responsibility of counselors, teachers, parents, and community. The school has adopted the Career Development Competencies established by the National Occupational Information Coordinating Committee (NOICC).

Competency–Evaluation efforts to date are primarily process oriented. A major effort is made to collect survey data from 9th grade students.

Commercial Materials Utilized:

- Realizing the Dream
- Career and Occupational Preference System (COPS)
- Career Ability Placement Survey (CAPS)
- Career Orientation Placement and Evaluation Survey (COPES)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Self Directed Search (SDS)

Non-Commercial/Local Materials Utilized:

- South Carolina Occupational Information System (SCOIS)
- Student Career Planner

Program Features–The district has hired five career specialists to work in the high schools and middle schools. The specialist at the high school play a key role in the career planning program. A parent orientation program which includes distribution to student and parent workbooks initiates the development of a 4-year plan and a student portfolio. The career planning program is conducted as an integral part of the Comprehensive Guidance Program with teachers, counselors, parents, and the community showing responsibility for its success. The school has adopted the NOICC National Career Development Competencies for a guidance curriculum and career planning activities.

For more information contact:

Gail F. Darley
Goose Creek High School
Redbank Road
Goose Creek SC 29445
803-572-0130

WORK ORIENTATION "CAREER EXPLORATION HARRAH, OKLAHOMA	**Grade Level**		
	Nine through Twelve		
	Rural	**Urban**	**Suburban**
	x		

OVERVIEW

Two high school teachers serve as roving career consultants to students. Each teacher will spend one week each semester working with each student in the high school concerning career planning.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The high school principal, vice principal, counselors and teachers were involved in defining the activities and goals for the program. School board members and parents received presentations and/or information on the aims of the program.

Commitment–During Phase I of the program, 80 students attended a semester class. Phase II involved all high school students for five days each semester plus time needed for assessment instruments used in the program. In addition to class time, two teachers are assigned to the program. Community support provides materials and resources for the program.

Parents are kept informed of their children's participation and progress through correspondence and parent conferences.

Comprehensiveness–Complete information is provided to all teachers, students, and parents relating career planning to work, education, and training. Assessment abilities, aptitudes, achievement and interests are incorporated into the program through the use of Career Occupational Preference System (COPS) as well as grades and Talent Assessment Program (TAP) achievement scores.

Collaboration–Partnerships exist among school, family, business, and community. Employers provide the opportunity for the schools shadowing process. All staff members are involved in implementing the program and defining the goals expected for students.

Coherence–All students develop and maintain a documented career plan through the use of a career portfolio. The career portfolio includes plans, assessment results, transcript and grades, career choices, resource and other information applicable for career planning. The portfolio is reviewed and updated on an annual basis.

Coordination–The program introduces ninth grade students to the career process and career planning aspects are added to the program throughout high school. The key to the program is the involvement of the program in the total curriculum and the support from all teachers. Career planning activities are evident throughout the total instruction and learning process.

Competency–All students complete career plans that include individual goals, expected outcomes and strategies for success. The program provides for family, school, business, and community evaluation and participation.

Commercial Materials Utilized:

~ Career Occupational Preference System (COPS)

Non-Commercial/Local Materials Used:

~ *Legal Guide for Young Adults*–Oklahoma Bar Association
~ Work Orientation Information Sheet
~ Application forms and letter
~ Etiquette Guidebook
~ Career Awareness Portfolio

Program Features–The Harrah High School Work Orientation provides an excellent example for utilizing class time to provide instruction in career planning. The cooperation of the high school staff in providing 2 weeks of class time is a strength of this program.

For more information contact:

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20458 Elm Street
Harrah OK 73045
405-454-2416

VAN BUREN INTERMEDIATE SCHOOL DISTRICT VOC-TECH CENTER	Grade Level		
	Seven through Twelve		
	Rural	Urban	Suburban
	X		X

OVERVIEW

The *Formula For Your Future* program is designed to be used by teachers in classroom settings to help students explore their interests and abilities. Activities to help students explore their options include video tapes, simulations, and internships.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The program involves parents, vocational and academic teachers, and counselors but centers on the individual students as managers of their learning process and the formulation of their career and educational goals.

Commitment–The Michigan State Board of Education adopted the position that every Michigan student should have an educational employability development plan and portfolio to document achievements toward their goals. The Van Buren Vocational-Technical Center provides internships for all students in grades eight through ten. The Michigan Department of Education has provided funds for materials development for assisting students to develop career portfolios. All students have developed a computerized Educational Development Plan (EDP) that is reviewed periodically by counselors.

Comprehensiveness–Students are taught to identify their interests and abilities. They investigate career options and educational requirements through varied experiences such as reading, simulations and internships. Through curriculum materials and working with a counselor, they make tentative decisions about careers and training. With counselor assistance, they develop an Educational Development Plan (EDP) that outlines needed classes and work experience to move them closer to their goals. Plans are reviewed each year and converted to a resume.

Students develop self-awareness, options awareness, develop decision-making skills, and learn planning skills.

Collaboration–The program involves a variety of school and community resources. Teachers and counselors provide services to students as they develop and manage their individual portfolios. Parents are kept informed of the student's progress throughout the program and are encouraged to provide input through receipt of a copy of their child's portfolio as it is being developed.

Van Buren Vocational-Technical Center and the Michigan Department of Education provide technical assistance and support for the program activities and participants.

An advisory committee comprised of representatives of the state education association, local school districts, the state department of education, Xerox Corporation, McDonald's Corporation and General Motors Corporation provide support and input into the program.

Coherence–After identifying their interests and related options, students are taught to make tentative career and educational decisions that involve broad career areas such as people, data, and technology. Others may choose career clusters as their choice criteria. Some students identify short-term and long-term occupations. Students then work with a counselor to develop an Educational Development Plan (EDP), a pre-resume that addresses the student's goals.

Students follow a portfolio curriculum that helps them to (a) **plan**, using the EDP to set direction for a portfolio, (b) **organize**, develop their portfolio sections and chapters such as learning, working, living, (c) **document**, that provides evidence and analysis of what has been accomplished, and (d) **summarize**, an overview of what has been achieved.

Coordination–To teach students portfolio presentation techniques, a program was developed entitled "Report Folio." During the report folio process, students assemble a committee, present their portfolio and collect and synthesize feedback.

Job placement coordinators at the Vocational-Technical Center require portfolios for job placement, assistance for co-op and work experience, and a number of local high schools have employers review student portfolios and provide feedback.

Competency–The main purpose of the program has been to teach students a career decision-making process, help them to make career and educational decisions, and monitor their progress using a portfolio.

Since the program was initiated over 14,000 student career/educational plans have been written. By 1990 every student in the district had developed a computerized educational development plan in the eighth and ninth grades.

Commercial Materials Utilized:

- Ohio Vocational Interest Survey (OVIS)
- Career and Occupational Preference System (COPS)
- Self-Directed Search (SDS)
- Red Hot Jobs Booklet

Non-Commercial/Local Materials Utilized:

- Building Your Student Managed Portfolio
- Formula for Your Future Student Text
- Work Worries Booklet
- Michigan Occupational Information System

Program Features–The major feature of this program is the development of the student managed and monitored portfolio. The model provided in the descriptive literature provided in the program can serve as an excellent example for other programs wishing to implement portfolio projects. The Educational Development Plan (EDP) and its computerized versions can also provide other districts with workable practical models on which to adapt their local needs.

For more information contact:

William Bolinger
Van Buren Intermediate School District Voc-Technical Center
250 South Street
Lawrence MI 49064
616-674-8001

LEMARS COMMUNITY MIDDLE SCHOOL LEMARS, IOWA	Grade Level		
	Six through Eight		
	Rural	Urban	Suburban
	X		

OVERVIEW

The LeMars Community Middle School Career Planning Program features student career planning with parent involvement. Student information and competency attainment are maintained in an individual career portfolio. One hundred percent of the students and staff participate in a teacher-advisor program. Twelve to 14 students assigned to the same teacher for 3 years gives continuity to the program.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The school's career planning program purpose is included in the district's mission statements and the district's K-12 Career Guidance Program, including all student competencies that have been approved by the Board. The purpose of the Career Planning Program is commitment to parents through parent meetings and to the community including business and industry through newsletters and media releases.

Commitment–The school has committed significant staff time and financial support to the program. Those sections of a guidance class are taught by two counselors, and all teachers participate in a 12-minute daily teacher-advisor program entitled "Home Base." The community has demonstrated commitment through a job shadowing program and providing career speakers within classrooms. Parents "shadow" students for 1 day each year and participate in a transition program.

Comprehensiveness–The program includes 100 percent of the students and school staff. All "Home Base" facilitators are provided with updated materials each month. Most of the career planning strategies are carried out in a classroom setting. A community resource guide has been compiled and community members are brought into the school as program resources. The Choices computer program is used in the program.

Collaboration–Partnerships have been formed with parents through a program advisory committee, school visits, transition activities, and conferences. Community partnerships provide for job shadowing, career speakers, and class field trips. A Parent Advisory Committee gives input to the "Home Base" teacher-advisor program and other aspects of student career planning.

Coherence–An individual student career portfolio is developed by each student, is updated each year, and continued at the high school level. Student educational planning is completed each year with parent involvement. The teacher-advisor program, grouping a teacher and 12 to 14 students as a school "family" for 3 years provides students with information, gives a considerable amount of individual attention, and contributes to program continuity.

Coordination–The school program is part of a district-wide K-12 program which is developmental and systematic and has been in operation for 6 years. The program is infused into the total school curriculum and teachers have contributed units of study.

Competency–The program competencies are outlined in the student's portfolio and are checked off as they are exhibited by students upon completion of designated activities. Individual goal setting and evaluation is completed by each student twice a year through "Home Base."

Commercial Materials Utilized:

~ Differential Aptitude Test (DAT)

Non-Commercial/Local Materials Utilized

~ Community Resource Guide
~ Educational and Career Planning Folder
~ NOICC Guidelines

Program Features–The school's career planning program is firmly rooted in school and district level policy and is articulated with the high school. Career planning is completed each year with parental involvement and student information and competency attainment is maintained in a career portfolio. One hundred percent of the students and school staff participate in the program. A daily teacher-advisor program gives students individual attention and maintains continuity over a 3 year period.

For more information contact:

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WESTSIDE COMMUNITY SCHOOLS OMAHA, NEBRASKA	Grade Level		
	Five through Twelve		
	Rural	Urban	Suburban
		X	X

OVERVIEW

The Westside Community Schools features a grades five through twelve career planning process that culminates in a *Future Plan* that is completed by each student as a requirement for graduation. A developmental, comprehensive curriculum-based program conducted by the district guidance department involves student, teacher, parent and community participation in sequential activities that lead all students through a career planning process.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The *Future Plan* relies on the support and involvement of the student, parents, homeroom advisors, and counselors. The purpose and the process are continually conveyed to all involved from grades five through graduation. The district board of education and a district guidance advisory committee representing community interests stay involved and informed throughout the multi-year career planning program through meetings and program publications.

Commitment–The Westside Community School District has added counseling staff to implement the program and guidance classes for *Future Plan* are scheduled for all students in grades five through eleven. Group guidance is required for all students in grades nine through eleven. Completing the *Future Plan* is a graduation requirement. Homeroom advisors are provided release time for student/parent planning conferences.

Comprehensiveness–All students are required to participate in curriculum-based activities to complete their *Future Plan*. Assessment throughout the program involves the Armed Services Vocational Aptitude Battery, Stanford Achievement Tests, the Differential Aptitude Tests, JOB-O, True Colors "Keys for Tomorrow", the Harrington-O'Shea, ACTs PLAN, and World of Work Environment Explorer.

Collaboration–In-school counselors and teachers work cooperatively to implement the program. All certified staff members serve as homeroom advisors in grades 7-12. Parents provide assistance throughout the program. State agencies, local employers, a guidance advisory committee, and the school administration all agree on program goals and provide support and participation.

Coherence–A Cumulative *Future Plan* portfolio follows each student grades five through twelve. In grade eleven a *Future Plan* is written by each student, approved by each student's counselor, and then reviewed by parents and homeroom advisors. Counselors further review the plan in a senior interview with each student in the fall of grade 12. Each student's parents are contacted 1 year and 3 years after graduation by the homeroom advisor to assess student progress toward his/her goals.

Coordination–All activities grades five through eight are monitored for developmental appropriateness. Teachers and homeroom advisors infuse planning and career information throughout the curriculum. Career planning occurs at each grade level with certified counselors trained for that grade level.

Competency–Goals, expected outcomes and strategies are documented on each student's *Future Plan*. Each student's *Future Plan* is reviewed by his/her parent. Program evaluation is conducted by the guidance advisory committee, counselors and homeroom advisors and through the follow-up program, senior interviews and the *ACT High School Report*.

Commercial Materials Utilized:

- Red Hot Jobs
- The Career Game
- True Colors, "Keys for Tomorrow," Tri-Phoenix Publishing
- JOB-O
- Harrington-O'Shea Career Decision Making Inventory
- PLAN, American College Testing
- Campbell Interest and Skills Inventory
- Major-Minor Finder
- Guidance Information System (GIS)
- Grow with Guidance
- Youth and Careers

Non-Commercial/Local Materials Utilized:

- Careers and Education in Nebraska
- Future Plan Portfolio
- Look to the Future (booklet)
- World of Work Environment Explorer

Program Features–Successfully completing a career plan according to criteria established on the Future Plan is a graduation requirement of the Westside Community School District. All staff are utilized in the career planning process through the homeroom advisor programs.

The comprehensive assessment program utilized throughout the program.

The clearly defined curriculum process from grades five through graduation and the involvement of parents in the process.

For more information contact:

Dick Lundquist, Guidance Director
Westside Community Schools
Westside High School
8701 Pacific Street
Omaha NE 68114
402-390-3318
Fax: 402-390-6493

OMAHA PUBLIC SCHOOLS COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM	**Grade Level**		
	Kindergarten through Twelve		
	Rural	**Urban**	**Suburban**
	X	X	X

OVERVIEW

The Omaha Public Schools Comprehensive Guidance and Counseling Program provides a curriculum-based approach to address the career domain of student development.

Clarity of Purpose–The career curriculum includes an agreed-upon written statement of purpose, philosophy, goals, and outcomes. All materials were developed by program committee members who include counselors, teachers, administrators, community agencies, and industry.

Commitment–Teachers, community agency representatives, the business community, and counselors deliver the career program to all students. Personnel specializing in career planning are assigned to provide support and coordination for career planning in grades kindergarten through twelve. Advanced education planning specialist counselors are available in each high school.

Comprehensiveness–The career planning guidance curriculum is delivered to all students beginning in kindergarten. All students graduate with a career portfolio. Assessments are utilized throughout the program. At least two advanced career education evening programs for parents and students are provided each year in all district high schools.

Collaboration–Career planning program partnerships include: Urban League, University of Nebraska-Omaha, Metro Community College, Chamber of Commerce, Explorers, Nebraska Educational Planning Center, Gifted Education, Instruction, vocational education and community relations agencies. The program has received over $100,000 in foundation grants, each year for the past two years.

All goals and materials are designed and developed by committees representing various school departments, industry representatives and educational agencies. Advisory committees include parents/guardians, community and industry representatives, and counselors who monitor, evaluate, assess, and improve the career planning program. Parents have access to the student portfolio for comment and review.

Coherence–All students begin to develop career/educational plans in seventh grade. Students annually update their portfolios each year through grade twelve. They use the portfolio to prepare a resume and develop their career/education plan for after high school. All students graduate with a career planning portfolio.

Coordination–A written career planning curriculum is delivered to all students in grades K through 12. Specified outcomes and activities are developmentally sequenced for each grade level. Activities are delivered in conjunction with the academic curriculum. Career counselors formulate written plans that include activities, resources, and evaluation.

Competency–All students complete a career planning portfolio that includes goals, outcomes, and academic progress. Each component of the program is evaluated.

Commercial Materials Utilized:

- IDEAS Interest, Determination, Exploration & Assessment System (IDEAS)
- Self-Directed Search (SDS)
- The Harrington-O'Shea Career Decision Making (CDM)
- Myers-Briggs Type Indicator (MBTI)
- True Colors
- Guidance Information System

Non-Commercial/Local Materials Utilized:

- *Look to the Future* Curriculum Guide for elementary school
- Growing Through Developmental Guidance K-6
- Growing Through Transitions: Career and Educational Planning Grades 7-12
- Growing Through Counseling Curriculum Guide
- Educational/Career Planning Portfolio
- Parent Information Envelopes
- Career Educational Planning Brochures

Program Features–The Omaha career program is an integral component in a total, comprehensive, competency-based guidance program. The inclusion of career planning in a total program emphasizes the importance of career development in the student's total development. The K-12 career guidance curriculum provides comprehensive, extensive activities to provide students with a developmentally appropriate classroom-based approach to career development and career planning.

For more information contact:

Stan Maliszewski, Guidance Supervisor
Omaha Public Schools
3215 Cuming Street
Omaha NE 68131
402-557-2704

ROY HIGH SCHOOL CAREER PLANNING PROGRAM ROY, UTAH	**Grade Level**		
	Nine through Twelve		
	Rural	**Urban**	**Suburban**
		X	

OVERVIEW

The Roy High School career planning program has been developed as an integral part of the school's Comprehensive Guidance Program. All students grades nine through twelve develop or review a Student Educational and Occupational Plan (SEOP) with parent and school representative involvement annually. The program makes use of a variety of career exploration computer software and makes use of strong collaborative relationships with the community for job shadowing, internship, and apprenticeships. School/community skills standards are integrated into the career planning process. The program is evaluated through the use of student portfolios and student "skills standards" assessment.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The career planning process is guided by a school steering committee. Committee members representing business, agencies, parents, and students have established student proficiency standards and action plans including a career planning process involving students and parents. The purpose of the Student Educational and Occupational Plans (SEOP) is to communicate to teachers, counselors, academic advisors, and administrators as well as students and parents through regularly scheduled newsletters and open forums held during the evening.

Commitment–The school's counselors have allocated 30 percent of their time to the SEOP process. All teachers serve as student advisors for approximately 25 advisees. Advisors provide students with educational and occupational information, conduct career planning activities, and monitor student progress. School personnel including teachers, counselors, and administrators meet one or more times each year with students and their parents to develop or refine the student's career goals. The school counselors work with feeder schools to extend the program down to grades seven and eight.

Comprehensiveness–The school initiated the SEOP program in 1989 and it has been fully implemented since 1991. Every student is expected to have a plan and meet at least once a year with school personnel and parents to discuss and evaluate educational and career goals. A computer network enables students to access a variety of information resources. The program also makes use of a variety of assessment tools.

Collaboration–A number of collaborative partnerships have been formed in support of the career planning process. These partnerships provide students opportunities to participate in career fairs and job shadowing experiences. The Critical Workplace Skills Program, a result of business/community collaboration, defines essential job skills and establishes a competency-based curriculum and assessment process to assure that students seeking placement, internships, and apprenticeship opportunities are properly prepared. A Partnership Recognition Program is in place to recognize and reward employers and agencies which contribute to the school's career planning and preparation program.

Coherence–The student's SEOP is documented in several ways:

- An SEOP plan is kept on file for every student.
- Documentation (ATAG) is inserted in the district's AS400 computer system.
- A copy of the SEOP is provided to each student for his/her career portfolio.

Documentation of SEOP meetings are tallied at the end of each year and analyzed for program implications.

Coordination–The program is developmental nine through twelve with structured career planning activities provided for students each year. Career related competencies have been defined for communication, critical/creative thinking, social and personal relationships, self-motivation and adaptability, preparation for post-high school, and career development. Students can demonstrate competency in these skill areas on a self-paced basis.

Competency–Student portfolios and student demonstration of the school's "Skill Standards" serve as the primary means of evaluating the career planning program.

Commercial Materials Utilized:

~ Career Exploration Software
~ Aptitude-Based Career Decisions (ABCD)
~ Interest-Based Career Decisions (IBCD)
~ Coin Jr (Career and High School Course Exploration)
~ Coin (College/Career Exploration)
~ Occupational Job Outlook
~ PEPSI (Financial Aid and Tuition Funding Strategies)
~ Career World Magazine
~ USA Careers Newspaper
~ Armed Services Vocational Aptitude Battery (ASVAB)
~ Preliminary Scholastic Assessment Test (PSAT)

Non-Commercial Materials Utilized:

~ "Planning for the Future" booklet
~ Guide to Utah Universities and Applied Technology Centers
~ Utah Labor Market Report
~ Utah Career Guide

Program Features–The Roy High School program uses a variety of career exploration computer softwar , and has strong business/agency collaboration which has resulted in the incorporation of "Skill Standards" which are incorporated into the career planning process, and a 9-12 developmental program with the expectation for parental involvement each year.

For more information contact:

Jan Parrish, Principal
Roy High School/Weber School District
2150 West 4800 South
Roy UT 84067
801-774-4922

DORCHESTER SCHOOL DISTRICT TWO SUMMERVILLE, SOUTH CAROLINA	Grade Level		
	Six through Twelve		
	Rural	Urban	Suburban
			X

OVERVIEW

The career counseling program of Dorchester School District Two promotes an ongoing, developmental career planning process for each student. The Student Career Planner offers documentation in grades six through twelve with tangible evidence of participation by students, parents, school, and business/industry/community. The program is comprehensive and developmental with numerous career exploration courses, extensive career planning activities at every grade level, and offers students a wide range of community-based career exploration and school-to-work transition options.

PROGRAM CHARACTERISTICS

Clarity of Purpose–The stated purpose of the program is to offer a career guidance program which will meet the career development needs of its students with components in career awareness, career exploration, and career preparation. The program purposes are committed to school personnel in a comprehensive plan for career guidance. Parents are informed through the use of newsletters. Numerous newspaper articles are used to share information about the program with the community.

Commitment–An ongoing commitment of resources for materials, and student and staff time dedicated to the career planning program characterizes the program. Classroom time is dedicated for all students to participate in career exploration courses in the sixth, seventh, and eighth grades. Community employers and agencies commit a variety of resources for a career day, youth apprenticeship, mentoring programs, job shadowing, service learning and internships.

Comprehensiveness–A wide variety of career guidance and planning activities are provided for students at all grade levels six through twelve. Activities are designed to meet needs identified through structured needs assessment surveys.

Collaboration–The school partnerships with community groups provide students with a Career Speaker Day, and a College Planning Night. A Business/Education Network for Math, Science, and Technology provides career exploration, job shadowing, and internships for students in careers related to these fields of study. Extensive school-to-work options are made available to students through community partnership efforts.

Student career planning and course taking is structured within five career clusters (business, engineering, health and human services, industry, liberal arts). At the end of the senior year, the Student Career Planner is given to the student and becomes valuable information for admission counselors and or prospective employers.

Coherence–The district makes use of a Student Career Planner (Portfolio). The information recorded and stored in the Student Career Planner enables students, parents, counselors, and community groups to see the developmental progress of each student and serves as a repository for assessment

results, 6-year career development records, and the pertinent documents. Students and counselors add and update information several times each year.

Several assessment instruments (COPS, CAPS, COPES, ASVAB) are utilized, and students have access to the South Carolina Occupational Information System (SCOIS), and a variety of educational and occupational information booklets which explain school-to-work options.

Coordination–The career planning program is coordinated by the school counselors. Teachers receive inservice training in career development and guidance and are involved extensively in the program. Career activities are integrated in a number of classes and a variety of career guidance courses are provided. The math, science, and technology network is interdisciplinary requiring considerable coordination with community groups.

Competency–Student competency is documented in the Student Career Planner with a Career Competency. Final student evaluation of the program is collected at the conclusion of planning activities.

Commercial Materials Utilized:

- Career Targets
- Career Orientation Placement and Evaluation Survey (COPES)
- Career & Occupational Preference System (COPS)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Self Directed Search (SDS)
- Career Ability Placement Survey (CAPS)

Non-Commercial/Local Materials Utilized:

- South Carolina Occupational Information System (SCOIC)
- Student Career Planner
- Career Development Record
- Occu-Find booklet

Program Features–The career planning program is documented in a Student Career Planner (Portfolio). The program is articulated in grades six through twelve and is designed to meet identified student needs. Students are provided with a number of career exploration and guidance courses. A number of career planning activities are provided at every grade level. Strong community partnerships provide students with a variety of career exploration and school-to-work transition options. The program coordinators make an exemplary effort to keep parents and the community informed about the program purposes related activities.

For more information contact:

Janice Jolly
Summerville High School
1101 Boone Hill Road
Summerville SC 29483
803-821-3923

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT	**Grade Level**		
	Six through Twelve		
	Rural	**Urban**	**Suburban**
			X

OVERVIEW

The Trumbull School's career planning program is a grade six through twelve program designed to be sequential and based on student needs. It features counselor contact with all students at least four times each year in a structured career planning activity and formalized student/parent planning in the eighth, ninth, and eleventh grades.

PROGRAM CHARACTERISTICS

Clarity of Purpose–School personnel, families, and the business community gained an understanding of the purpose of the school's career planning program through involvement in the needs assessment and developing priorities for the guidance program. Career planning is considered an integral part of each student's developmental process. Formalized career planning is initiated in grade six and reinforced in grades seven through twelve. In grades eight, nine, and eleven, students and their parents meet with a counselor. Program orientation, goals and objectives, and expectations are communicated in these meetings. A quarterly guidance newsletter is also used to communicate "all aspects" of the program.

Commitment–The Board of Education has endorsed the career planning program and adopted the Career Education Curriculum in 1992. Time is allocated for individual student/parent meetings at those different grade levels.

Comprehensiveness–All students in the school including special education students are expected to participate in the program. The individual needs of special education students are all addressed on an individual basis. Interest inventories are administered in grades eight and ten. All students take the P.S.A.T. in grade 10.

A full-time staff member in the school's career center provides students and teachers with a variety of vocational, educational, and assessment tools. The program makes use of career exploration computer software, video tapes, and laser discs. An in-school, student operated TV broadcasting system is also utilized.

Collaboration–At the middle school level, parents, school staff, and community representatives work together to plan, implement, and evaluate a yearly career fair. The guidance department and a local bank have collaborated in managing a student bank within the school. Business and community groups collaborate with the school in providing a number of career related programs including apprenticeships, Junior Achievement, Step Fast, and vocational/career clubs. Trumbull schools participate in regional cooperative career programs in agri-science, agriculture, and the performing arts. Community members also serve on the advisory committee for career development.

Coherence–Beginning in the sixth grade a career folder is generated for every student which will be maintained until graduation. The folder contains career interest surveys given in the eighth and tenth grades as well as standardized ability and achievement tests. Counselors meet a minimum of four times a year with each student in the delivery of the career curriculum.

The program also monitors student achievement, identifies individual learning difficulties, and teaches study skills.

Coordination–The Career Program was designed to ensure that career planning is developmental and interdisciplinary. The grade specific curriculum was written by the counselor assigned to that grade. Annual career units are presented in classrooms by the counselors and numerous career planning activities are integrated into the curriculum.

Competency–Individual career portfolios begun in grade six provide a record of self-awareness, attitude and growth throughout the seven-year program. Student career development competencies are assessed at the conclusion of each specified annual career awareness and exploration activity.

Commercial Materials Utilized:

- The Career Game
- Red Hot Jobs
- Career Occupational Preference System (COPS)
- Preliminary Scholastic Assessment Tests (PSAT)
- Armed Services Vocational Aptitude Battery (ASVAB)

Non-Commercial/Local Materials Utilized:

- Connecticut Career Currents
- Connecticut Career Paths
- Senior Planning Guide
- Curriculum Guide for Career Guidance Program-Grades 6-12
- Career Exploration 1994-Project Discovery

Program Features–Counselors meet with all students in structured career planning activities at least four times each year and parent/student career planning conferences are conducted during the eighth, ninth, and eleventh grades. The program has a broad base of school involvement and extensive community collaboration.

For more information contact:

William Kovachi, Guidance Coordinator
Trumbull Public Schools
72 Strobel Road
Trumbull CT 06611
203-261-3801

APPENDIX A

MATRIX OF PROGRAM FEATURES

MATRIX OF PROGRAM FEATURES

Application Name	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
1. Ashtabula, Ohio Columbus Junior High School Career Program		X		X	X	X		X	X	X			X		X	X		X
2. Goose Creek, South Carolina Goose Creek High School	X	X		X	X	X	X	X	X		X		X		X	X		X
3. Harrah, Oklahoma Work Orientation "Career Exploration"	X	X			X	X		X	X	X		X	X		X			X
4. Lawrence, Michigan Van Buren Intermediate School District-Vocational and Technical Center	X	X	X	X	X	X		X	X		X		X					X
5. LeMars, Iowa LeMars Community Middle School				X	X	X	X	X	X		X		X		X	X		X
6. Omaha, Nebraska West Side community School-The Future Plan	X	X	X	X	X	X	X	X	X		X		X	X	X			X
7. Omaha, Nebraska Omaha Public Schools Comprehensive Guidance and Counseling Program	X	X		X	X	X	X	X	X		X		X	X			X	X

Note: While all programs have to some extent all these features, only the special program features are indicated here.

Application Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8. Roy, Utah Roy High School Career Planning Program	X	X	X	X				X	X	X			X	X	X			X
9. Summerville, South Carolina Dorchester School District Two	X	X		X	X				X		X		X		X			X
10. Trumbull, Connecticut Trumbull Public Schools	X	X	X	X	X		X	X			X		X		X			X

Code

1. Goal Setting
2. Assessment
3. Career Interest
4. Educational Plan
5. Career Plan
6. Group Guidance
7. Counseling
8. Parent Participation
9. Employer Participation
10. Mentors
11. Counselor Use Plan
12. Work Experience
13. Employment Portfolio
14. Goal Implementation Strategies
15. School Expectations
16. Volunteerism
17. Follow up Studies
18. Staff Involvement

APPENDIX B

KEY CONTACT PERSON LIST–

STATE AND/OR NATIONALLY RECOGNIZED PROGRAMS

1994

The following is a listing of all of the 1994 Planning for Life programs that were recognized at the state and/or national levels.

This easy to access (alphabetized by state) list provides the reader a quick way to locate the contact person of a recognized Planning for Life program anywhere in the country. The hope is that this listing will allow the sharing of ideas that is so necessary for career planning to become a mainstay of every curriculum nationwide.

KEY CONTACT PERSON LIST–1994 APPLICANTS

STATE	APPLICANT NAME	POINT OF CONTACT	GRADE LEVEL
ALABAMA	Grissom High School 701 Bailey Cove Road SE Huntsville AL 35802	Rachel S. Sykes 205-650-4340 ext 17	9-12
ALABAMA	Hewitt-Trussville High School 5275 Trussville/Clay Road Trussville AL 35173	June Houge 205-655-2132	10-12
ARIZONA	Highland High Local 140 S Gilbert Road Gilbert AZ 85296	Betty L. Hiett 602-813-0051	9-11
ARIZONA	Mesa Public Schools 1025 N Country Club Drive Mesa AZ 85201	Ray L. Rafford 602-649-1339	7-12
CALIFORNIA	Orange Coast College California Institute for Career Dev 2701 Fair View Road PO Box 5005 Costa Mesa CA 92628-5005	Pat Stanley 714-432-0202	K-12
CALIFORNIA	San Diego City Schools San Diego Unified School Dist-Rm 193 1775 Chatsworth Blvd San Diego CA 92107-3709	Robert Alterbury Instruc Team Ldr 619-225-3440 FAX-619-225-0916	K-12
CONNECTICUT	Trumbull Public Schools 72 Strobel Road Trumbull CT 06611	Edwin Merritt Superintendent 203-261-3801	6-8
CONNECTICUT	Greenwich High School 10 Hillside Road Greenwich CT 06830	John Whalen Director of Guid 203-625-8097 FAX-203-863-8888	9-12
DELAWARE	Delaware BIE Alliance Robert Short Building 21 The Green Dover DE 19901	Douglas Hill 302-454-2425	K-12
DISTRICT OF COLUMBIA	District of Columbia Pub Schools 415 12th Street NW Washington DC 20004	Dorothy E. Jenkins Director of Guid 202-724-4201	7-9
FLORIDA	Fort Pierce Central H. S. 2909 Delaware Avenue Fort Pierce FL 34947	Claudia Van Patten Lead Teacher 407-468-5880 407-468-5761	9-12

STATE	APPLICANT NAME	POINT OF CONTACT	GRADE LEVEL
FLORIDA	Buchholz High School 5510 NW 27th Avenue Gainesville FL 32606	Mary Warren Occup Specialist 904-955-6702	9-12
IOWA	LeMars Comm Middle School 977 Third Avenue SW LeMars IA 51031	John W. Mandernach 712-546-7022	6-8
KANSAS	Futures 2000 Geary Co Unified Schools USD #475 1120 West Eighth Street Junction City KS 66441-0370	Pat Anderson 913-238-6184	6-8
KANSAS	Mill Creek Valley District Wabaunsee Sr High School Box 218 Alma KS 66401	Jo Leta Weems 913-765-3523	9-12
KENTUCKY	Hickman Co High School 301 Cresap Street Clinton KY 42031	Elaine Hogancamp 502-653-4044	7-12
KENTUCKY	Hancock Co School System Kentucky Tech PO Box 579 Hawesville KY 42348	Susan Cooper 502-686-3234	K-12
MARYLAND	Cecil County Consortium 201 Booth Street Elkton MD 21921	Celeste DePriest Tech Prep Coordinator 410-996-5743 FAX-410-996-5454	K-12
MICHIGAN	Van Buren Intermediate School District Vo-Tech Center 250 South Street Lawrence MI 49064	William Bolinger 616-674-8001	9-12
MISSISSIPPI	Purvis High School PO Box 1089 Purvis MS 39475	Karen Weldy 601-794-8874	7-12
MISSISSIPPI	Starkville School District SHS/Millsaps Voc Ctr Yellowjacket Drive Starkville MS 39759	James Stidham 601-324-4170	7-12
MISSOURI	Liberal R-2 Schools PO Box 38 Liberal MO 64762	Mrs. Gail Dubray Principal 417-843-5865	K-12
MISSOURI	James E Wood 2425 Baxton Way Chesterfield MO 63017	James Wood Retired Volunteer	9-12

STATE	APPLICANT NAME	POINT OF CONTACT	GRADE LEVEL
NEBRASKA	Westside Community Schools District 16 Westside High School 8th & Pacific Omaha NE 68114	Dick Lundquist Guidance Director 402-390-3318	5-12
NEBRASKA	Omaha Public Schools 3215 Cuming Street Omaha NE 68131	Stan Maliszewski Guid Supervisor 402-557-2704 FAX-402-557-2799	K-12
NEW HAMPSHIRE	InterLake Jr Sr High School 1 Laker Lane Meredith NH 03253	Carol Brook 603-279-6162	7-12
NEW HAMPSHIRE	Contoocook Valley Reg H. S. Route 202 North Peterborough NH 03458	William Charles Breiner Principal 603-924-3869	9-12
NEW JERSEY	Neptune Twp P.S. Dis 2106 Bangs Avenue Neptune NJ 07753	Michael T. Lake 908-776-2001	K-12
OHIO	Butler Co Career Dev Program 3603 Hamilton-Middletown Road Hamilton OH 45011	James E. Boyd 513-878-6300	K-12
OHIO	Columbus Jr High School Ashtabula Area City S.D. 1326 Columbus Avenue Ashtabula OH 44004	Dan R. Norman 216-993-2618	7-8
OKLAHOMA	Harrah High School 20458 Elm Street Harrah OK 73045	David Rutledge 405-454-2416	9-12
OKLAHOMA	Wilburton Public Schools 1201 West Blair Wilburton OK 74578	Peggy Lawrence 918-465-2100	7-9
PENNSYLVANIA	Hatboro-Horsham High School 899 Horsham Road Horsham PA 19044	Ms. Shighla Devin 215-441-7900 FAX-215-441-7904	9-12
PENNSYLVANIA	Beaver Hill West District of Philadelphia Jenkintown PA 19046	Theodore Woal 215-886-1015	K-8
SOUTH CAROLINA	Summerville High School 1101 Boone Hill Road Summerville SC 29483 (Dorchester S.D. #2)	Janice Jolly 803-821-3923	6-12

STATE	APPLICANT NAME	POINT OF CONTACT	GRADE LEVEL
SOUTH CAROLINA	Goose Creek High School Redbank Road Goose Creek SC 29445	Gail F. Darley 803-572-0130	9-12
SOUTH DAKOTA	Deuel School District PO Box 770 Clearlake SD 57226	Deborah Petrick 605-874-2161	6-12
UTAH	Roy High School Weber School District 2150 West 4800 South Roy UT 84067	Jan Parrish Principal 801-774-4922	9-12
UTAH	Sky View High School 520 South 250 East Smithfield OH 84335	Myron Benson Principal 801-563-6273 FAX 801-563-9534	9-12
VIRGINIA	Thomas Nelson Comm College Counseling Center PO Box 9407 Hampton VA 23670	Dr. Howard Taylor 804-825-2827	9-12
VIRGINIA	Heritage High School 3020 Waros Ferry Road Lynchburg VA 24502	Dr. Roger Roberts Principal 804-582-1147	9-12

APPENDIX C

STATE CAREER GUIDANCE SUPERVISORS LIST

STATE CAREER GUIDANCE SUPERVISORS

Asa Sparks
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Phone: 907-465-2980
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Attn: Jo Woods
Guidance and Counseling
Arizona Dept of Education
1535 West Jefferson Street
Phoenix AZ 85007
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Fax: 602-542-1849

Dr. J. B. Robertson, Specialist
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Arkansas Dept of Education
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Little Rock AR 72201-1071
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Mr. Paul N. Peters
Guidance Supervsr
California Department of Educ
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Lyndsey Antle
CO Com Col & Occup Ed Sys
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Mr. Milton Natush, Consultant
Bureau of Voc Srvs
CT Dept of Educ
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Middletown CT 06457
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Clifton A. Hutton, Supervisor
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DC Pub Schools
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Zelda Rogers
Program Director
Florida Dept of Educ
Florida Education Ctr
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Sharon Norman, Coordr
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Eric Chang, Educ Spec
Hawaii Dept of Educ
Student Personnel Services
2530 10th Avenue
Honolulu HI 96816
Phone: 808-733-9103

Dr. Jim S. Baxter
Spvsr Voc Guid
State Div of Voc Ed
Idaho Dept of Educ
650 West State Street
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Phone: 208-334-2113
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Nancy Harris, Educ Admin.
Illinois Voc Ed Program
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Fax: 217-782-0679

Mr. Matt Fleck, Consultant
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Phone: 317-232-6989

Mr. Edward Ranney, Cons
Guidance Srvc Bureau of
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APPENDIX D

U.S. ARMY RECRUITING COMMAND

KEY ADDRESSES

U.S. ARMY RECRUITING COMMAND
"PLANNING FOR LIFE" CONTACTS

October 1994

STATE	EDUCATION SERVICES SPECIALIST (ESS)
ALABAMA	Vacant Recruiting Battalion Montgomery Gunter Air Force Base Building 1510 Montgomery AL 36114-0001 Telephone Number: 205-271-2082
ALASKA	Robert Lopez Recruiting Battalion Seattle PO Box 3957 Seattle WA 98124-3957 Telephone Number: 206-763-2229
ARIZONA	Jules Levy Recruiting Battalion Phoenix Monroe School Building, Room 118 215 N. 7th Street Phoenix AZ 85034-1012 Telephone Number: 602-254-1765
ARKANSAS	Stu Berryhill U.S. Army Rctng Company Little Rock 100 Main, Suite 502, Room 5023 Little Rock AR 72201-3225 Telephone Number: 501-376-2661
CALIFORNIA	J. Denny Williams Recruiting Battalion Sacramento 2880 Sunrise Blvd, Suite 230 Rancho Cordova CA 95742-6549 Telephone Number: 916-643-0978
COLORADO	Pat G. Felts Recruiting Battalion Denver 1600 Sherman Street, Suite 400 Denver CO 80203-1620 Telephone Number: 303-894-9726/9819
CONNECTICUT	Kenneth Swaim Recruiting Battalion Albany .1 Aviation Road Albany NY 12205-5390 Telephone Number: 518-438-5536

Note: In some instances, a state may be covered by more than one battalion. Depending on geographical location, the ESS listed as the POC might refer you to another ESS.

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D.C.	Suresh Bhatnager Recruiting Battalion Baltimore Chamberlin Avenue Bldg T-563 Ft Meade MD 20755-5380 Telephone Number: 301-677-5001
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FLORIDA	Dick Shaughnessy Recruiting Battalion Tampa 3350 W. Bush Blvd. Bushwood 3, Suite 140 Tampa FL 33618 Telephone Number: 813-935-5415
GEORGIA	Jerry Cross Recruiting Battalion Atlanta 2400 Herodian Way, Suite 200A Smyrna GA 30080 Telephone Number: 404-951-0838/0898
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ILLINOIS	Alan MacDougall Recruiting Battalion Chicago PO Box 130 Highland Park IL 60035-7130 Telephone Number: 708-926-2548/2057
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PLANNING FOR Life

National Planning for Life Recognition Program
is sponsored by
The U.S. Army Recruiting Command

PLANNING FOR Life

The Army Planning for Life Awards Program:

Recognizing Career Planning Excellence in America

APPLICATION PACKET

Sponsored and administered by
The U.S. Army Recruiting Command

With the Support of the
National Consortium of
State Career Guidance Supervisors

PLANNING FOR Life

AWARDS PROGRAM

General Information

PURPOSE

Planning For Life will recognize and spotlight exemplary career planning programs to underscore the importance and necessity of career planning as a lifelong need and required skill. **Planning For Life** is a vehicle to help promote, identify, and share the stories of successful career planning programs which operate across the nation. The attention will generate interest and promote public understanding of the need for programs which support youth in planning their futures. An important element in the **Planning For Life Awards Program** is the emphasis on coalition building between school, family, employer, and community.

RECOGNITION

Selected state applicants will be recognized with Certificates of Excellence and will be described in future program materials to be shared with state and national media. A number of state nominated applicants will be selected to compete for a national award for special recognition.

AWARDS PROGRAM MANAGEMENT

The Planning For Life program will be administered by the U.S. Army Recruiting Command with the assistance of the National Consortium of State Career Guidance Supervisors. The Consortium works closely with all state career guidance supervisors and will depend heavily upon their leadership and assistance in this career planning effort.

SCHEDULE OF ACTIVITIES

Schools submit applications to State Career Guidance Supervisor by February 28.
Review and rating of state applications - Spring
Review and rating of applications at national level - Spring
National Winners announced - Summer
National Awards Ceremony - Summer

Send applications to your state career guidance supervisor.

For additional information contact:
Harry Drier, Executive Secretary
National Consortium State Career Guidance Supervisors
1900 Kenny Road
Columbus, OH 43210-1090
1-800-848-4815 FAX 614-292-1260

Application Guidelines

ELIGIBILITY

- All district, school, institution, employer, or agencies that serve youth and adults in any grade levels 6 through 14 are eligible to participate. Each participant must submit an application in order to be eligible for recognition.
- The program must be operational at the time of application consideration.
- The program must be recognized by appropriate state bodies such as the Department of Education or the equivalent.

SUBMISSION REQUIREMENTS

- Submit your application to your state guidance supervisor (names and addresses are in this application packet).
- Applications are due into your state guidance supervisor by February 28.
- Submit a project abstract with each application. Abstract must be typewritten and not more than two pages in length.
- Submit two copies of the application and documentation. Each must fit into a three-ring binder no larger than three inches.
- All materials submitted become the property of the National Consortium of State Career Guidance Supervisors.
- Submission of your application assumes your permission for the consortium to use and describe your program for publicity purposes.
- Video tapes will be reviewed only if they are locally produced and have direct application to the program. No commercially produced videos will be accepted.
- All applications must address the information as specified in Parts I, II, and III.

REVIEW AND SELECTION

Application review will be conducted in each participating state under the direction of the state career guidance supervisor within each State Department of Education.

- State guidance supervisor will convene a review panel.
- Review panel could include members representing school, community, employers, and state associations.
- Panel will review the applications by rating the written program and supporting evidence against the seven criteria that follow.

SELECTION CRITERIA

The seven "C's" that follow represent components of a comprehensive career planning program and form the criteria against which programs will be rated.

Clarity of Purpose: The extent of shared understanding of the program's purpose by school, family, business, and community members.

- The expected outcomes are understood by all program participants.
- Representatives of school, business, labor, and industry were involved in defining purpose of the program.
- Purpose of the program is clearly stated in program abstract.
- Career planning program is based on identified need and is founded in school philsophy.

Commitment: The extent to which there is an ongoing investment of resources to the program from school, family, business, and community.

- Sufficient time for career planning activities is provided.
- Adequate personnel are dedicated to the career planning process.
- School, business, and community show responsiveness to resource needs of the program.
- School has involved parents in the career planning process.

Comprehensiveness: The extent to which the program addresses all students and ensures that all career and educational opportunities are fairly presented.

- Complete information related to work, education, and training is provided to all teachers, students, and parents during the career planning process.
- Assessment activities that measure abilities, aptitudes, achievement, and interest are incorportated into the career planning process.
- A planned sequence of school/community based experiences are included in the career planning process (e.g. shadowing, mentoring ,etc.)
- Career planning process is developmental and systematic.

Collaboration: The extent to which the family, business, and community share in ownership of the program.

- Partnership(s) exist between school, family, business, and community.
- Parental involvement in the career planning process is evident.
- Employers, administration, counselors, teachers, and students work as a team to define and achieve goals of the program.

Coherence: The extent to which the program provides a documented plan for all students and furnishes specific assistance and assessment of progress.

- Each student develops and maintains a documented career plan.
- Student career plans are systematically reviewed to ensure relevance of career choice.
- Career plan discussions are held on a regular basis throughout the school year for all students to discuss activities and to explore any challenges to progress and success.

Coordination: The extent to which the program ensures that career planning is developmental and interdisciplinary.

- Career planning program is systematically and developmentally designed and implemented.
- Career planning activities are evident throughout the total instructional and learning process.
- Responsibility for organizing and coordinating program activities is identified.

Competency: The extent to which the program provides evidence of student competency attainment.

- All student career plans include individual goals, expected outcomes, and strategies for success.
- The program provides for a system of evaluating career plans and student competency attainment.
- Needs assessment is used as a basis to identify student competencies to be addressed.
- Follow-up data is used as a means of program evaluation and improvement.

Applicant Code:_____

PLANNING FOR LIFE
APPLICATION FORM

Cover Sheet

Complete the cover sheet and each part of the application as specified.

Part I: Applicant Information

Name (school/agency)_____

Address_____

City_____ State_____ Zip_____

Administrator

Name_____ Title_____

Phone_____ FAX_____

Contact Person (Counselor/Career Planning Director submitting application)

Name_____ Title_____

Phone_____ FAX_____

Description of applicant setting and organization: (Institution/School/Agency context, type, size, population served/age, grade)

_____

_____

_____

Community Context: (Population, Rural, Urban, Business, and Labor environment)

_____

_____

_____

Part II.

Progam Abstract
Must be typewritten, double spaced, and no more than two pages in length.

Part III.

Program Description
Submit your proposal application addressing each of the areas that follow in the order specified. Use no more than ten pages, double spaced. This summary will give the reviewers an overview and provide a ready source of copy to use if your program is selected for recognition.

A. Program Overview

B. Program Characteristics (7 Criteria)
   1. Clarity of Purpose
   2. Commitment
   3. Comprehensiveness
   4. Collaboration
   5. Coherence
   6. Coordination
   7. Competency

C. Identify program materials in the following areas:
   1. Assessment materials (identify by grade level and for what purpose).
   2. Commercially produced materials (include only those that are integral to the program).
   3. District/school developed resources (include the materials and resources that have been developed to carry out the program).

NOTE: Place all materials in a three ring binder. Two copies are required.

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